

From Tantrum to Teaming

Behavioral Interventions for Young Children



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

1



Renee Miner
Associate Director, Idaho SESTA

Nate Lyon
Behavior Coordinator, Idaho SESTA

Greg Sampson
Behavior Coordinator, Idaho SESTA

Andrea Cox
Behavior Coordinator, Idaho SESTA

Amy Loukus
Behavior Coordinator, Idaho SESTA



www.IdahoSESTA.org



So what kind
of behavior
is a
problem?

2

Challenging Behavior

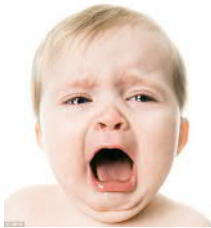
- The behavior interferes with the student's ability to learn.
- Harmful to self or others
- The behavior puts the child at high risk for later social problems or school failure.



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

4

Form and Function



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

5

Form and Function



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

6

Socially Motivated Behavior

Behaviors that require the mediation of others in the environment.



Idaho Special Education Support & Technical Assistance, CS&PS, 2016

7

Nonsocially Motivated Behavior

Behaviors that **do not** require others

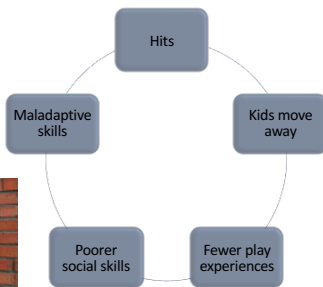
- Internal stimulation
- Escape pain
- Obtain stimulation



Idaho Special Education Support & Technical Assistance, CS&PS, 2016

8

How does a child's challenging behavior influence others?



Idaho Special Education Support & Technical Assistance, CS&PS, 2016

9

Strategies for Parents & Teachers

Request Assistance
 Choice Making
 Preferred Item as a Distractor
 Communication Alternatives
 High Probability Request Sequence
 Rejecting Response
 Requesting a Break
 Tolerance for a Delay in Reinforcement

Idaho Special Education Support & Technical Assistance,
 CS&PS, 2016

10

1. Request Assistance – who needs this?

• Access motivated



• Escape motivated



Idaho Special Education Support & Technical Assistance,
 CS&PS, 2016

11

How do I teach requesting?

1. What is the function of the behavior?
2. Identify times when the child begins to need help or gets frustrated
3. Define a range of activities where the child might need assistance
4. Choose specific activities to use as teaching times
5. Alternative form must be as easy as the challenging behavior

Idaho Special Education Support & Technical Assistance,
 CS&PS, 2016

12

Now we teach!



- Reinforce the absence of the challenging behavior
- Prompt the child to request before he gets frustrated
- Once the child is consistent in that setting, begin to fade the prompt. The goal is for the child to independently request across settings!
- Begin to blend teaching into naturally occurring activities

Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

13

2. Choice-making

- For children who are motivated to escape activities
- For children who demonstrate a need for control over their activities



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

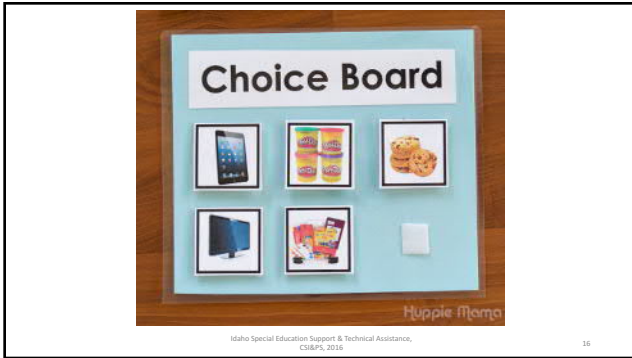
14

How do I do it?

- Offer at choices throughout the day (when, what, how)
- Allow choice between two non-preferred options
- Break a non-preferred task into smaller steps and let the child choose which step the child prefers to do first
- Limit the number of choices if the child is reluctant to choose.

Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

15







3. Preferred Item as a Distracter

- Useful for children who engage in challenging behavior to escape or avoid a task
- Children who want to maintain attention
- Should only be used when the child does not need to be engaged during the entire activity

Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

19

How to do it!

1. Identify some preferred items or activities for distracters
2. Choose a time when the child is likely to exhibit challenging behavior
3. Match the distracter to the setting
4. Deliver the distracter BEFORE any challenging behavior

Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

20

4. Communication Alternatives to CB

Determine whether or not the **function** of the behavior can be honored.

Get team consensus that the function is acceptable.



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

21

How do I do it?

- Identify the function of the behavior
- Decide whether the function can be honored
- Decide on an appropriate alternative behavior
- Arrange teaching opportunities to introduce the new behavior
- Monitor (take data!) to see if it is working
- Adjust or modify if the child is not making progress

Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

22

More Efficient – More Effective – Same Purpose

Challenging Behavior **Screaming**

- Gain teacher attention
- Is effortful
- Sometimes the teacher comes and sometimes I get taken somewhere else

Alternative Behavior **"Come here"**

- Gain teacher attention
- Easy - I can say, "come here"
- It always works!

Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

23

5. High Probability Requests

- A set of simple requests the child is typically willing to complete is given immediately prior to a request that typically would result in challenging behavior.
- Increases the child's participation in activities
- Helps reduce escape-avoid behavior
- Increases the rate the child will participate in low-probability tasks

Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

24

How do I do it?

- Identify 3-5 high probability requests – these must be tasks that are easy and the child will quickly comply
- Target a specific low probability request that typically results in challenging behavior
- Deliver 3-5 high-p requests immediately prior to delivering 1 low-p task

Ex: Clap hands, give me 5, touch your shirt, **come to circle**

Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

25

6. Rejecting Response



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

26

How do I teach rejecting?

1. Accept verbal, gesture, graphic
2. Consider temporary escape
3. Use alternative strategies if health, safety, well-being is at risk



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

27

7. Requesting a Break

Communicative intervention in which the child completes a portion of an activity and then requests a break.



Idaho Special Education Support & Technical Assistance, CS&PS, 2016

28

Who would benefit?

Escape motivated children

- Staying too long in circle time
- Loses interest in an activity
- Intolerant to structured activities
- Difficult tasks



Idaho Special Education Support & Technical Assistance, CS&PS, 2016

29

How do I do it?

1. Identify how long the child can stay engaged before CB. The break should be available just before CB may be exhibited.
2. Teach the strategy
 1. Approach the child with the break symbol before CB
 2. Provide a choice of preferred activities for the child
 3. The break should last slightly longer than the work period at first
3. Return to the previous activity
 1. Use consumable reinforcers during break that provide a natural end to the break
 2. Deliver a highly valued reinforcer if the child returns to the activity

Idaho Special Education Support & Technical Assistance, CS&PS, 2016

30

8. Tolerance for Delay of Reinforcement



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

31

Who would benefit?

- Escape or avoiding tasks
- Unable to wait for a preferred activity or object
- Want immediate attention from adult
- Unable to share attention with others



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

32

How do I do it?

- Determine the function of the CB
- Choose a specific activity or time of day when the CB typically happens
- Decide if the child will need to **WAIT** or **PARTICIPATE** in an activity
- Determine what the child must do to get the reinforcer
- Be realistic about how long the child is able to wait or participate
- Deliver the delay cues

Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

33

Delay Cues

A verbal, gestural, or picture signal that indicates that participation in the task is about to be terminated or a preferred item/event is about to be delivered, contingent on the absence of challenging behavior



Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

34

Resources

- <http://idahotc.com/Topics/A-M/Behavior>
- <http://lend.umn.edu/resources/index.asp> University of Minnesota LEND Program
- <http://ecbp.cla.umn.edu/Topic3/FlashModule/environmental.htm> Universal Environments Module - EI

Idaho Special Education Support & Technical Assistance,
CS&PS, 2016

35
